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Office Memorandum • UNITED STATES GOVERNMENT**CONFIDENTIAL**

TO : Acting Deputy Director of Training

DATE: 22 January 1957

FROM : Chief, Operations School

SUBJECT: The effect on Operations School of consolidation of instruction at [REDACTED]

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1. In my view, the consolidation of all Operations School courses at [REDACTED] would have a drastically negative effect on the quality of our instructional offerings.

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2. For example, the Reports Writing and Requirements Course owes much of its present success to the technique of using current raw information obtained directly from the Area Branches and Desks as material for the exercises. Students and their supervisors alike have commented enthusiastically on the stimulus provided by injecting "live" material into what can be a fairly deadly procedure--reports writing. Thus, to move this course [REDACTED] would eliminate its most attractive feature.

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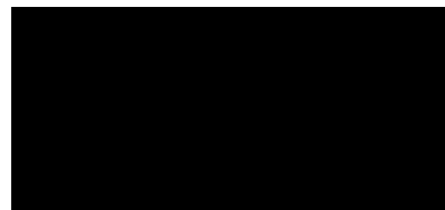
3. In the cases of the CSR and the CEO, both offerings are made highly significant and stimulating by the ready access to the services of senior guest lecturers. CSR depends almost entirely, in fact, on such assistance. I do not believe that I am unduly pessimistic in expressing the opinion that removal of these courses [REDACTED] would reduce the assistance of such officers as COP, CCI, the area division chiefs or their deputies, and other senior experts to nil. The same situation applies in varying degree to the War Plans and CPW courses.

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4. The complications of timing, travel, weather, loss of working time, etc., are already too familiar to us from our presently limited use of guest instructors [REDACTED]. In my opinion, an orderly procession of guests from Headquarters [REDACTED] for appearances before CSR or CEO is an impossibility.

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STATINTL

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Total Number of People full-time and part-time attending following courses during 1956:

Instructional Technique	17	
Clerical Induction	1278	
Orientation	1100	
Clerical Refresher	424	
Special courses run by Clerical	145	
# Conference Leadership	26	
# OOC Refresher	55	
Document Analysis for Abstracting	6	
Document Analysis Workshop	7	
# Effective Speaking	42	

Full-time Clerical (circled around 1100)

Part-time Clerical 1762 (with arrows pointing to 1278, 1100, and 424)

Part-time

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25X1A impossible at [REDACTED] How many students otherwise available for
25X1A training would not be so available at [REDACTED] is difficult to de-
termine. An order of magnitude figure, however, is suggested by the
total enrollment in 1956 of the part-time courses, and of the rela-
tionship this figure# bears to the total training figure. Again,
how much the quality of the instruction would actually suffer, is
hard to estimate. But some courses would be totally wrecked (for
example, out of 28 lectures in Intelligence Orientation, 21 were
guest lecturers); and the percentage of the enrollment in such
courses against the total enrollment might give some idea of the
qualitative damage. Using these yardsticks, it is estimated that
25X1A the move to [REDACTED] would effect a % ~~reduction in the total training effort; and that the quality of the~~
reduction in the total training effort; and that the quality of the
training available to the reduced number of students would drop off
by a factor of %.

15 above

5. Finally, and particularly in relation to paragraph three above, the space requirements at Langley should be revised downwards to take cognizance of the space saving possibilities inherent in the current trend toward: (a) Taking the courses to the operating components of the Agency, and using their conference space for classes; and (b) Using office space and classrooms at night rather than in the daytime.

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Full-time Clerical (circled around 1100)

Part-time Clerical 1702 (with arrows pointing to 1278, 1100, and 424)

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Part-time

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